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# Meeting the guidance needs of youth in the Booker Washington school.

Euela Gary Inghram  
*University of Omaha*

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THE UNIVERSITY OF OMAHA

MEETING THE GUIDANCE NEEDS OF YOUTH

in the

BOOKER WASHINGTON SCHOOL

A RESEARCH

SUBMITTED TO THE GRADUATE SCHOOL

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

for the degree

MASTER OF SCIENCE

DEPARTMENT OF EDUCATION

by

Evela Gray Inghram

Omaha, Nebraska

August, 1948

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This project  
for the M.S. degree

EUELA GRAY INCHAM

has been approved for the

DEPARTMENT OF EDUCATION

by

W H Thompson

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## INTRODUCTION

The writer wishes to confess that this has been very difficult problem because certain factors in the overall picture of the education of the Negro in the South make it almost impossible to rule out passion, not to mention subjectivity. In the responses of the students who filled out questionnaires have been found a number of answers that we should like to ignore. In about half of the instances these students have written, sometimes without invitation, their own comments on the back of the mimeographed sheet.

In such uncertainty we are confronted with a number of facts. In the first place, the Negro is America's tenth man, the most important minority in the world. In some sections of the United States his population far exceeds that of the white man; in the entire country his cultural influence is tremendous. The late Dr. James Weldon Johnson pointed out that all the distinctive American contributions to world culture, with the possible exception of skyscraper architecture, have been made by black slaves and their descendants. Mr. Jesse Blanton, head of the department of commerce of Atlanta University, mentioned in an address that in proportion to population, the Negro in the South is a greater holder of property than the white man. This statement does not take into consideration the vast contribution of the Negro to the southern economy as a consumer. During the Civil War more Negroes saw service, in proportion to population than did whites. In the state of Arkansas, where the writer served as a teacher for eight years, more Negroes were listed as casualties in that conflict than Arkansas lost in the last World War, both colored and white.

The South owes the beginnings of its system of free public education to the Reconstruction governments, in which Negroes played a prominent part,

because before the tenure of these governments there was almost no provision at all for the education of the children of all citizens -- Negroes and poor whites. The facts of these beginnings are told with almost a dramatic clearness in Dr. W. E. B. DuBois' monumental volume entitled Black Reconstruction in the United States, which blasts a number of misconceptions in generally accepted notion of the nature of the so-called carpet-baggers rule in the South. In this volume, as in the very interesting article on the Negro in the Encyclopedia Americana, we are informed that these much reviled state governments reduced the crimes punishable by death from twenty to about three, abolished the whipping post and the sweat box by law, established the first public schools, and were in general about the most efficient state governments that the South has ever had.

Because of these considerations, the writer has decided to present in this paper all the items that have come to the surface in the investigation. Some of them may seem extraneous, even in a discussion that has to be somewhat general because of the fact that the field has hardly been touched. Very few persons have thought of the guidance of the great mass of Negro students in the South, which comprises eleven states of the Union possession perhaps one-fourth of the natural resources of the nation and a greater number of possible recruits to the nation's labor army.

According to figures supplied by the department of Education of Fisk University, there are 1678 schools of the type of the Booker Washington School in the South. The writer has thought it a worthwhile task to compile and evaluate some of the guidance problems confronting those who are in the business of educating the children in these schools. This is our problem in the present paper.

In addressing ourselves to this problem, we are indebted to more sources than we can acknowledge, or even remember. Most of the material has come from the immediate community in which the Booker Washington School is located. Material has been incorporated in this paper which has come from the departments of public education of the states of Oklahoma, Arkansas and Texas. Bulletins and information coming from the outstanding universities for Negroes -- Fisk University, Atlanta University, and Howard University -- have been very helpful. The facts collected by the Division of Research of Tuskegee Institute have been studied with care. Two volumes ought to be mentioned -- The Education of the Negro in the American Social Order, by Horace Mann Bond, president of Lincoln University, Pennsylvania, and Color and Caste in the United States, by Buell Gallagher, president of Talladega College, Alabama.

The writer feels that the definiteness of the problem is accentuated by the definiteness of the situation. It is a problem deeply involved in the destiny of almost fourteen million persons now living in the American democracy.

E. C. I.



## THE PROBLEM

Drop-outs and potential drop-outs caused by the existing curriculum.

This study grew out of an interest in the pupils of Booker Washington School and its community, in which the writer has worked as a teacher for eight years, with very close connection with student activities. From these experiences, plus the information received from school records, questionnaires and personal contact with the homes, she has seen many students drop-out of school before completing their work. During this time the drop-outs became her problem. Finally reaching the conclusion that there were causes and a great need for investigation.

It is the belief of the writer that such a project might make some contribution to the constructive thinking about student personnel problems involved in the education of America's largest and most important minority. The writer believes also that such a project might serve as a guide or handbook to the teachers of Booker Washington School who are willing to go a step farther in placing the child at the center of the curriculum set-up procedures that are sensitive and responsive to the interests, abilities, aptitudes, and needs of the child as a student and as a future citizen.

## CHAPTER I

### History of McCurtain County

#### 1. Name and Location

That portion of Oklahoma "lying and being situated" in the extreme southeast part of the state, and having the good old state of Arkansas for an eastern boundary, with Texas on the south, Choctaw County on the west and LeFlore County on the north, and having about 1800 square miles of territory, has been designated by the organic law of the state as "The County of McCurtain".

In naming the counties of the state, the Constitutional Convention sought to honor the names and memory of many of the noted Indians of the territory, and among them was Green McCurtain, who for many years was principal chief of the Choctaw Tribe, and for whom the territory above described was named.

Many nations, states and countries have brought distinction to themselves, seemingly, in a natural course of events and without any great effort. For instance: Virginia is supposed to produce only gentlemen; Kentucky, moonshiners and feudists; South Carolina, rebels; and McCurtain County --- well, let her record show. Suffice it to say that her history is such as to obviate the necessity of any formal introduction.

In the early part of the 19th Century, the territory now embracing McCurtain County was ceded to the Choctaw Indians as a part of the consideration for their lands east of the Mississippi, and for many years peace and

quiet reigned, except for an occasional homicide among themselves, and once in a while an undesirable intruder from the nearby States.

The topography of the county, and the fact that it was a border territory, offered easy and desirable location for a variety of characters. The honest one-horse farmer of the States found his ideal home in the rich valleys of the mountain streams; the lumber and mill man could gloat his eyes on the tall, straight bodies of the pines in unlimited forests; the hunter found his paradise; the trapper his fortune in furs; the prospector traversed the deep gorges and scanned the rock cliffs of the hills trying to locate a get-rich-quick scheme; the religious idealist was never molested in his propaganda; and last, but not least by any means, the rough hill country of the north offered a safe retreat and rendezvous for such characters as could not remain in the States on account of their repeated disputes with the officers of the law.

## 2. Early History

Since history is a record of the past, the history of a country scarcely over a hundred years old can not be very lengthy, but may be full of interest, especially when that country has made history as rapidly as has southeast Oklahoma. For instance: our own country from the point of age, is a mere infant compared with the countries of the old world, but when we come to record the deeds of men and the events of time, ancient history must suffer by comparison. "Ancient history deals largely with deeds of individuals resounding only to their own glory, while ours consist of acts and deeds for the benefit and glory of the commonwealth. Ancient history records the acts and deeds of men who joined in the destruction of life and property and the oppression of peoples, ours, of acts and deeds that sought

the safety and protection of life and property and the perpetuation of peace and good will. The ancient peoples contented themselves with what the gods provided, and if any advancements were made in civilization or science, it was largely accidental. Whereas, our people, nurtured and cherished by the Goddess of Liberty, and actuated by the fear of God and love of our fellow man, have never waited for opportunity to arouse them by persistent knocking at the door of intellect, but have gone forth and accomplished great deeds in a scientific, artistic, religious and political way of which the sluggish ancients never dreamed."

Only a hundred years ago McCurtain was a vast stretch of forestry, interspersed with patches of prairie, inhabited by herds of deer, flocks of turkeys and many other kinds of game and fur-bearing animals -- a veritable paradise for the hunter and trapper. Down the southern slopes of the mountains on the north came rushing and tumbling the limpid waters of many streams in which the festive bass sported themselves without fear of the sportsman's formidable Douagiac or the presence of the enticing fly. Across the hills, through the long vistas of pine forestry, might be seen herds of deer leisurely browsing in grass up to their backs. On the adjacent slopes of the rushing streams were flocks of turkeys and quail that would rarely fly from the presence of the intruder. In the jungles of the larger valleys bruin had his habitat, and the scream of the panther and the lobeat was not uncommon.

Many scenes along the mountain streams where the destructive hand of man had not yet marred their natural beauty and grandeur, it cannot inspire the feeling of awe and reverence that comes to one when beholding the scenes as presented by the unerring hand of nature.

In the timbered districts all over the county, may be seen evidence of the one-time log cabin and Tom Fuller patch now overgrown with heavy tim-

ber. Where the cabin stood, is indicated by a little mound, and the old rows of cultivation are yet indistinctly seen. These mounds have a significance other than the decayed remains of the cabins. In many instances they contain the remains of the Indian dead, as it was their custom for a long time, after coming to their new country, to bury their dead under the floors of the cabin in which they lived. Indeed, it was well up in the 19th Century before they adopted the white man's manner of burial, and even then, the grave was penned in and roofed over, as if they were determined that water should never reach their dead. There is yet a superstition among the fullblood Indians that the dead of a member of a family in a house is an ill omen, or, as they term it "Bad Luck", and they are not long about moving to another place if it is only fifteen yards away. This accounts for the many cabins that the older fullblood families have around them.

The Indians are strictly gregarious. It made little difference with the white man, whether he was very near to another settler or not, but the Indians either lived in villages or a very close settlement. The reason is obvious -- mutual protection. For ages and ages, tribal wars were frequent and nearly always in the nature of a surprise party of death and destruction. So this custom of living in villages and close settlements became fixed in their lives, as a means of protection.

At the time of the coming of the Choctaws to their new country there were some ten or twelve tribes of Indians occupying the State of Oklahoma, and parts of other states, but perhaps, with the exception of an occasional raid made by the Comanches, none of these tribes ever visited southeast Oklahoma. If so, history does not mention it. We may, therefore, believe that our history begins with the removal of the Indians west of the Mississippi.

Coming with, and in the wake of the Indians, were the missionaries of the different religious denominations. With the help of their church organi-

zations they finally established missions and mission schools all over the Indian Country. The first mission established in what is now McCurtain County, and one of the oldest in the state, was Wheelock. This mission and school is now approaching the century milestone. The stone church building, which is yet in a fair state of preservation, was built in 1846, and we hope to see it pass into the hands of the state or some historical or other benevolent society that it may be properly cared for and preserved for the benefit of posterity.

At one time -- 1819 to 1829 -- McCurtain County was a part of the territory of Arkansas. The journal of the legislature of that territory shows that county boundaries were defined in the region which formed the Choctaw and other southeastern nations.

It was about this time that Major Bradford, with a company of riflemen, marched through southeast Oklahoma expelling intruders.

In 1824, Fort Townson, near the mouth of the Kiamich River, was established by Col. Arbuckle, and was continuously occupied as a fort till 1854. This fort was ingeniously located in a bend of Gates' Creek, with a high and precipitous bluff nearly all round it. However, later, Old Doaksville became the principal trading center, and a few white people and intermarried men and women settled near there.

Along in the Thirties, there came a change over the dreams of McCurtain County's maiden purity and simplicity. Always to the east might have been a great caravan of Red People, preceded by a troop of soldiers, wearing the uniform of the United States, wending its way around foot-hills, across streams, through the jungles of the river valleys, over stony hills and transporting all of their worldly possessions on pack ponies and the backs of the

squaws. In the rear of the column, came another small body of troops, watching out for, and keeping up the foot-sore and home-sick stragglers.

This procession of red people traversing the continent, furnished one more of the many links in a long chain of evidence one more of the many evidence fixing a great wrong upon a civilized people -- rehearsing the world--old theory and practice that "Might makes Right". Longfellow in his "Evangeline" touches the chords of sympathy for a wronged people, but the treatment of the Arcadians by the English was not one whit worse than the arbitrary removal of the Indians west of the Mississippi.

The manner in which the government and the people went about securing the eastern homes of the southern tribes and effecting their removal to the west, was anything but creditable to a liberty-loving people. Anyone who has any regard for the right and justice must blush for his countrymen when he reflects upon their cruel acts of eviction and tyranny against these simple-minded and ever trusting people. It is always sad to sever home ties, even under pleasant conditions, then what must have been the feeling of the Indians when they were rounded up like cattle and driven along what they afterward called the "Trail of Tears"? going into the unknown country, leaving the home of their fathers, the graves of their dead, their hunting grounds for ages, their established places of worship and their historical council grounds.

The Choctaws, and Chickasaws lost more than 2000 of their number on the trail, and many of them died shortly after their arrival, by reason of hunger, cold and homesickness. But did the greed and avarice of his pale face brother stop with the Indian's removal to the west? We will let the records of the courts of eastern Oklahoma and the many acts of individuals answer this question.

The treating of Dancing Rabbit Creek, September 30th, 1850, settled the destiny and destination of the southern Indian tribes. Within a few years after that date, most of them had migrated to their new homes in what was afterward known as the Indian Territory, a land fully capable of yielding them a living without scarcely any labor.

The extreme southeastern part of the new territory came nearer up to the standard of the old home than did the prairie lands farther west, hence the greater number of them settled here.

### 3. Later History

Up to the time of the Civil War, very few white people had made their way into the Indian Territory. First came the missionary with his religious propaganda and civilizing influences, made practical by denominational schools, teaching the rudiments of the works of these brave men and women who voluntarily left the ease and comforts of civilization to face the perils and hardships of a frontier life, are still apparent in the life of the Indian and his traits of character. Then came the millwright and other artisans and physicians, on the invitation of the Indian governments, followed by the farmer on his own invitation, who operated solely on leased or rented land.

Not until many years after the war did intermarriage become popular. Prompted mostly, by the many advantages obtainable by citizens of the tribes, which was given a foreigner under the Indian Marriage Laws, white men -- non-citizens -- began taking Indian wives and not a few white women married into the tribes. However, such marriages very rarely altered to any extent the habits, manners and customs of the parties to the marriages.



Most of them seemed to be satisfied that each should cling to the custom of his or her former life.

The localities closely connected with the early history of the county and this part of the state are Eagle Town, Tukfata, Shawnee Town, Fort Towson and Doaksville, all of which will be given their description and historical connections in "Old Towns and Historical Localities".

The Choctaw people had a government modeled after the state and national government. Their Legislature, called a Council, consisted of two houses; the Judicial Department was composed of a supreme and inferior courts, and the Executive Department of a Principal Chief and such other officers as were necessary to enforce the law. The laws were few and very simple, but drastic. Whipping was the punishment for small offenses and the lash was laid on with a will. For murder, rape, arson and a repetition of larceny the death penalty was administered. The accused was tried by jury and if convicted, sentenced by the court to be shot. As there were no jails and no bonds required, the convict was released on his own recognizance in order that he might arrange his worldly affairs and make his peace with God, to reappear on the day fixed for his execution, when he was placed on his coffin in a sitting posture with a small piece of paper pinned immediately over his heart, and the sheriff, or someone designated by him, with a rifle at short range, ended the tragedy. The judicial district of which the territory of what is now McCurtain County, was a constituent part, was composed of Bokhoma, Cedar, Mountain and Eagle Counties, corresponding in size with our present county commissioners' districts, with Alikchi as the court ground. The court house was usually a large log cabin, with smaller ones for camping purposes scattered around without any regard for uniformity as to place or kind.

#### 4. The Negro in McCurtain County

Employment. Idabel, the county seat of McCurtain County is one of the many cities in the south where no Negroes in the population ratio are employed in the Post Office, although being a city of 6,000 inhabitants; 2,500 of which are Negroes, 500 Indians, and 3,000 whites.

It is most noticeable that none are employed as mail carriers in contrast to other southern cities where Negro carriers are appointed as a matter of course.

It would be expected that the Federal and City Government would set a fair standing for all citizens. The major industry of McCurtain County is cattle-raising and farming, the chief farm product being cotton and corn with about two per cent of the Negroes engaged in cattle raising and seventy per cent engaged in farming.

Negro Business. Business establishments owned and operated by Negroes consist largely of restaurants, barber shops, cleaning and pressing shops, pool rooms, and other service establishments. There are other businesses, including grocery stores and drug stores, which indicate both good investments and the employment of good business principles. These latter establishments compared favorably with community stores operated by whites in many of the better sections of the city. There is an obvious need for a well-defined program to aid the small Negro retail grocer and businessman. The Negro Chamber of Commerce is the natural local group to develop this program. This present organization is a large heterogeneous group composed of many persons who are neither business nor professional men. Many laymen who pay the one dollar membership do so merely because they are requested and have little knowledge of the aim and purpose of the organization.

Housing Condition and Problems. The Negro population, as indicated in previous references, with few exceptions, are living in deteriorated areas or in sub-standard houses. This is due partly to the low income of Negroes and partly because they are restricted by covenants and public resistance. Restrictive covenants among property owners have produced a scarcity of houses for Negroes, have encouraged over-crowding and concomitant problems.

In some areas on the west side, Negroes own homes which are both modern and attractive. In these areas, there are few roomers.

Health Problems. Through the study, reference has been made to the contributing factors to the high incidence of sickness and deaths of Negroes. The principal social lag affecting the health of the Negro is the miserable type of houses which must be affecting the health of the Negro and which must be accepted by such a large part of the colored community. Negroes represent approximately forty per cent of the population, yet, the Negro births were only 7.4 per cent of the total in 1945. Negro deaths during this period were 11.4 per cent of the total deaths. Carrying this statistical interpretation further, it is observed that the ratio of Negro infant deaths per 1,000 population (60.3) exceeds the rate of the white population (44.6). The health problems of Negro school children reveal an alarming parental neglect or inability to look after the physical well-being of children.

Efforts to arouse Negro leaders to the need for a cooperative and coordinating community organization to consider health matters have not been effective due primarily to the inactivity of vital leadership within the Negro community which could give direction and stimuli to such efforts.

Sanitary conditions in many areas where Negroes live were found to be a menace to health. Many of these conditions are due to the inactivity of the health inspectors operating in these areas.

Hospital facilities are not available which might give Negro physicians an opportunity to improve their skills. Neither the modern public nor private hospitals accept Negro physicians as staff members.

Recreation and Character Building. Public playgrounds, parks and other recreational facilities are not provided for Negro citizens by the city.

No provisions are made for Negroes to attend cultural activities in the city auditorium. Negro churches, social, civic, and fraternal groups provide recreational activities and cultural entertainment by sponsoring local talent and by featuring outside artists.

Social Agencies. Prior to the war emergency, Negroes represented a disproportionate number of cases handled by most welfare agencies. Their dependency status was due primarily to the widespread unemployment which faced the Negro jobseeker. Despite the ratio of Negro cases to the total case load of local social agencies, none of the organization has given members of the Negro community the opportunity to participate in the council of organized social work. Though Negroes represent only ten per cent of the population, their percentage of welfare cases in relief agencies in some instances exceeded forty per cent of the total as recently as 1940. Since World War II, the number and percentage of Negroes on relief rolls sharply declined.

The Boy Scouts and Girl Scouts have Negro professional staffs and plan to expand their present activities, and these are not sponsored by the Negro citizen.

Delinquency. All evidence included in this study indicates the number of Negro juvenile arrests far exceeds their ratio in the population. Arrest rates, of course, are no conclusive criteria of the real delinquency

problem. The fact remains, however, that larger proportion of Negro youth are arrested than are whites. Case records of many Negro delinquents bear eloquent testimony to the social disorganization of Negro homes which are determinants in the delinquency rates among Negroes, as pointed out by the Negro probation officer, are parental neglect, overcrowded homes, truancy, questionable leisure-time activities, and inadequacy of recreational opportunities. Few of the churches promote programs which engage the week-day leisure of youth. Any program to deal with the causes of delinquency in the Negro community must give serious consideration to the adverse circumstances enumerated in this study.

A more careful analysis of delinquency could be made if there were more unified administrative procedures in the collection of data and more unified administrative procedures and definitions of offenses. At present there are no Negro probation officers in which to schedule conference with juveniles or their parents.

Religious Organization. The church is the center of organized life in the Negro community. There are eight Negro churches in Idabel identified with regular church associations. There are many independent "store front" churches, which, in the aggregate, administer to a considerable group in the community. The Baptist Churches in number and membership rank first, and the Methodist, second.

The five leading Negro churches represent an investment of \$33,000 and an indebtedness on the structures of \$5,000. The churches on the whole, have pastors whose formal training compares favorably to successful pastors in metropolitan centers. The Negro churches, and many of the community organizations, play an important role in civic and social developments in the Negro community.

Race Relations. Since territorial days, the race question has been a burning one in Idabel. The early legislatures passed various laws limiting the citizenship rights of Negroes, but these laws were subsequently declared unconstitutional by the Federal District and the United States courts.

Opinion among Negroes and whites differs on the state of race relations. On the other hand, some Negroes and whites are of the opinion that race relations are as sound as they are anywhere; on the other hand, some leaders of both races are of the opinion that there are serious weaknesses in race relations which call for a coordinated community-wide plan to improve racial conditions. There have been no serious outbreaks between Negroes and whites in the city for more than two decades.

The principal problems which are potential elements in estranged race relations have been cited in various sections of this report. A few of them are: employment and under-employment, inadequate housing, restrictive covenants, and lack of proper recreation.

The Council of Churches has initiated special projects which have as their objectives improving local race relations. Joint staff meetings of Negro and white personnel from various social and welfare agencies have had a salutary effect on race relations. Tangible community improvements initiated by the city government have been evidence of citizenship interest in these manifold problems.

## 5. The Negro School

The Booker Washington High School is a twelve grade school with an enrollment of 416. Seventy-five per cent of the students come from homes of low economic status. Students come to Booker Washington from many elementary

schools throughout the county by bus, and some of which have to walk from one to two miles to the bus line.

The administrative staff consists of the principal, vice principal, and dean of girls. The teaching staff consists of fourteen teachers of which the dean of girls is included. At present, four of the fourteen members of the staff hold master degrees, and none are below the bachelor degree. The principal is working on his Ph.D. at Northwestern University.

The school offers three curricula: general education, industrial education, and college preparatory. Courses offered in industrial fields are woodwork, homemaking, foods, and clothing. Courses offered in the general education and college preparatory curricula are: art, music, orchestra, chorus, physical education and health, mathematics, English, speech, biology, chemistry, physics, guidance, history, social science, business education, etc.

Adult education classes are held on Tuesdays and Thursdays. Courses are offered in agriculture, sewing, typing, English, grade review, and health. These courses are made available through Federal vocational education funds.

Athletics are confined to two major sports: namely, football and basketball. With the return of normalcy this will be extended to three sports, with the addition of track.

The population of McCurtain County breaks down as follows:

<u>White</u>	<u>Negro</u>	<u>Indian</u>
35,591	8,235	2,247

The school census is as follows:

	<u>Male</u>	<u>Female</u>	<u>Total</u>
White .....	4211	3778	7989
Negro .....	1153	1143	2296

TABLE I

Negroes and Whites Enrolled in Elementary  
and Secondary Schools  
Idabel, Oklahoma  
January 1947

	<u>White</u>	<u>Negro</u>
Elementary	928	503
Secondary	1177	199
	<u>2105</u>	<u>901</u>

TABLE II

Number Enrolled, Gained and Loss in Separate Schools

Elementary School	January 1947	January 1948	Gain or Loss
Slater	319	323	4
Booker T. Washington	134	196	12
Secondary School			
Slater	78	89	11
Booker T. Washington			
Junior High	146	189	43
Senior High	53	52	(1)
Total	780	849	70

TABLE III

Number of Students Enrolled 15 Years of Age and Over  
in Booker T. Washington High School  
January 1948

<u>Age</u>	<u>Boys</u>	<u>Girls</u>
15	10	27
16	11	14
17	12	9
18	8	8
19	8	5
20	1	4
21	2	0



## CHAPTER II

### NEEDS AND PROBLEMS OF BOOKER T. WASHINGTON HIGH SCHOOL PUPILS

#### A. Finding Needs of Youths

The secondary school program should be so organized that it meets the needs of youth; it should also meet the recurring demands of our social order; and it should be developed in such a way as to supply the best that is known of the present learning process. This project proposes to analyze the forces which are molding high school curriculum, to discover what the forces mean in terms of high school program, and to offer suggestions of building a curriculum which can meet the criteria mentioned above.

Needs. For the past few years educators have been working strenuously to determine the real needs of students.

Through many experiments and observations educators have come to the conclusion that the present courses being presented in the traditional secondary schools, did not root sufficiently in the life experiences of the students and as a result failed to stimulate interest because they often fail to meet a "felt need". Such courses also had too little correlation with pupils' everyday life outside of the school. In order to remove this obstacle many schools adopted a plan called "core" curriculum, or the "life approach" curriculum.

Social Demands. In 1938 the Educational Policies Commission of the National Educational Association published a report containing the basic

classification of needs.<sup>1</sup>

1. Needs relating to self-realization. What to read, how to have fun, how to study, how to keep well, how to be happy, how to speak and write to others, how to develop self control, how to formulate a personal philosophy of life and for making other readjustments in living.

2. Needs relating to human relationships. How to get along with others, what games and recreations are "right" or "wrong", how to be a leader, what are social rules, how to get along in the family, how to make friends of the opposite sex, how to found a home and raise a family.

3. Needs related to economic efficiency. How to get a job and hold a job, what job to choose, how to prepare for the job, what to buy and how to spend, what about unions, how to budget, what insurance to buy.

4. Needs relating to civic responsibility. What responsibility have I for the welfare and conduct of others, what can you believe, how does democracy differ from fascism or communism, how can you reach a decision, what about peace, what are my rights and obligations as a citizen.

Psycho-Biological Needs. One of the handicaps in a list like the above one is that it is not drawn up nor phrased by youth. The Commission on Human Relations of the Progressive Education Association has published the following summary of "Typical Points of Focus of Concern of Adolescents",

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1. This outline has been abstracted from Exploring the Curriculum, by H. H. Giles, H. P. McCutcheon, and A. N. Zechiel, New York: Harper & Brothers, 1942. It is based on questions actually asked by high school students, following the showing of films on human relations.

which is representative of the national studies which have been made in the area of psycho-biological needs.<sup>1</sup>

### Establishing Personal Relationships

- With own sex
- With opposite sex
- Concerns about mores (manners, dates, entertaining)
- Yearning for friendships (acceptability, popularity, security)
- Confusion about standards (home, school, church, street, movies)
- Process of weaning from family ties
- Concern over change in self
- Problems of approaching marriage (courtship, health, religion, income, sex life)

### Establishing Independence

- Father or mother domination
- Desire to work
- Desire to leave home
- Emotional Emancipation
- Acceptance of adult level
- Freedom of choice
- Setting up personal creeds
- Establishing allegiance and loyalties

### Understanding Human Behavior

- Concern over ways people dominate and hurt each other
- Concern over miscarriages of justice
- Concern about war and cruelty
- Concern over discord between people (divorce)

### Establishing Self in Society

- Desire for acceptance as persons
- Desire for acceptance of opinions
- Desire to feel important
- Readiness for job -- no opportunity
- Readiness for home -- family
- Concern over social acceptance of one's family
- Desire to excel in some skill

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Concern over status of minority group (racial, social,  
religious)  
Efforts to resolve social conflicts  
Desire for less, more, or different education

#### Normality

Physical growth (birth, puberty, sex organs and func-  
tions, height, weight, strength, complexion, glands)  
Mental ability  
Emotions

#### Understanding the Universe

Sensitivity to beauty, nature, ideals  
Mysterious or supernatural  
Creating, comprehending, expressing  
Religion, science, death  
Philosophy of life

### B. Drop-outs

If students from all ability levels are to be encouraged to continue their training, provisions must be made within the high school for meeting their instinctive needs. The key element in many reorganization plans to closer attention to the peculiar bents and aptitudes of pupils, so that each boy or girl will be encouraged to take part in those activities that hold the largest promise of growth for him. Evidence that the secondary school is really moving in this direction must therefore be sought in the extent to which differences among pupils in talent and social outlook are consciously recognized. If certain classes of students, such as those from the economically favored home or those enrolled in the college entrance curriculum, are better known than are the other pupils, it seems reasonable to conclude that they have been receiving a larger share of the school's attention.

Plans concerning the immediate and long-range objectives expressed by pupils prior to leaving school offers a test of the character of the high

school instruction and guidance. To make an appraisal of guidance and instruction, questions such as these should be asked. Did those leaving school subsequently have any expectation of doing so a month or so before the actual time of withdrawal? How much confidence did pupils who intended to look for jobs have in the plans they outlined for obtaining them? What kinds of eventual jobs did they anticipate, and were those vocational goals reasonably consistent with the general background and demonstrated ability of the boys and girls concerned? The answers to these and many other questions concerning future plans furnish at least a rough indication whether pupils have been stimulated to think realistically concerning their personal problems.

It appears to be true that less than half of the graduates and a smaller portion of withdrawals continue education elsewhere. The responsibility of preparing this majority school group to face the complexities of an industrial and highly technological age falls on the shoulders of the secondary school.

A summary of the drop-outs report for the year 1946-47 for the Booker Washington Junior-Senior High School is included to show the distribution of causes of drop-outs. A brief study of this report points to the problem of illegitimacy among school girls. No study dealing with the problem of illegitimacy was found at the writing of this report.

Much information was available on the general question of illegitimacy. In 1933 a city in the deep south, had, by analysis of the birth records, a rate of 33.5 per cent of illegitimate births among Negro living births. Based upon birth registration certificates, the rate for Washington, D. C., is

between 12.0 and 16.0 per cent.<sup>1</sup> This high rate among Negroes is confirmed by a national study of the Negro family.<sup>2</sup>

Grade	Sex	Working	Left Town	Pregnant	Chronic Delinquent	Married	Armed Forces	Illegitimate	Total
7	m	1	2	0	1	0	0	0	4
7	f	1	6	0	1	0	0	0	8
8	m	2	1	0	1	0	0	0	4
8	f	0	0	2	1	0	0	0	3
9	m	1	4	0	2	2	0	0	9
9	f	1	4	5	0	0	0	0 <sup>2</sup>	10
10	m	4	6	0	2	0	0	0	12
10	f	0	2	5	0	1	1	1	10
11	m	1	3	0	1	0	0	0	5
11	f	0	1	1	1	0	0	0	3
12	m	0	0	0	0	0	0	0	0
12	f	1	0	3	2	0	0	0	6
		12	29	16	12	3	1	1	74

Male . . . . 34  
Female . . . . 40

The rate of illegitimacy among Negroes is higher than among whites.<sup>3</sup> In Cincinnati, the Negroes comprised only 5.4 per cent of the total population, they contributed 20 per cent of the illegitimacy. In St. Louis, Negroes constitute one-sixteenth of the population, but contributed more than one-fifth of the illegitimate births. In Philadelphia 1915-1920, Negroes furnished from 30 to 40 per cent of such births. For the nation as a whole in 1932, the white rate of illegitimate births among all living births was only 2.1 per cent, the rate for Negroes was 15.7 per cent.<sup>4</sup>

1. Allison Davis, "The Socialization of the American Negro", Journal of Negro History, VIII (July, 1939), 265.
2. E. Franklin Frazier, "The Negro Family in the United States", Chicago (1932), p. 109.
3. E. Franklin Frazier, "The Negro Family in Chicago", Chicago (1939), p. 179.
4. Davis loc. Cit., P. 265.

The percentage of illegitimacy decreases with the rise in social status among Negroes.<sup>1</sup> Frazier segregated cases of illegitimacy in seven different zones in the Negro district of Chicago. Between the first and seventh zones, there was a change from one out of forty to one out of five hundred among women of child-bearing age among the unmarried mothers. The difference in education, home ownership, and other symbols of culture were marked as differences in the illegitimacy rate.

Case studies were made with the assistance of the Dean of Girls and attendance officers. The attendance officers made the first report, and the Dean of Girls followed up with interviews with the family and the girl.

Conclusions. What part have play practices, band rehearsals after school or at night, school social, and other school activities in causing illegitimacy among school girls?

Senior high girls have much greater participation in such extra-curricular activities in these than do junior high school girls. Retardation tends to limit such participation also.

The Dean of Girls investigated sixteen of the cases reported. Twelve of the fifteen girls interviewed were in the junior high school. The Dean of Girls omitted the grade level of one girl, but it is certain three cases were on the senior high school level, one classified as eleventh and two twelfth grade. As to progress in school, where such could be determined from the report, ten cases were retarded from one to two years, the other six made normal progress. Progress was determined on the assumption that pupils normally enter seventh grade at the age of thirteen.

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1. E. Franklin Frazier, o/ Cit., p. 189

Report of Investigation of Drop-Outs  
Booker T. Washington High School  
Idabel, Oklahoma

27

Case I

Age at time of drop-out: ..... 17  
When born..... March 16, 1929  
Reason for drop-out ..... Pregnant  
Living with parents? ..... Yes (Father and Mother)  
History : ..... Catharine was a good student through the 11th. Grade obtaining a "B" average. Her home was disorganized due to the war. Her father was called to service and the mother had charge of three children and an invalid father. No discipline was administered by the mother. The children were allowed to do as they wished. The mother upheld actions of children when questioned by the teachers.

Case II

Age at time of drop-out ..... 16  
When born ..... January 30, 1927  
Reason for dropping out ..... Disinterested in school and a dislike for teachers.  
Living with parents? ..... With mother and one sister.  
History ..... Matella was disinterested in school because she thought the teachers were trying to belittle her, when they were trying to help her. Her mother being ill most of the time, she stopped school. Her present status is a maid and her private life is very much disorganized.

Case III

Age at time of drop-out ..... 16  
When born ..... April 6, 1929  
Reason for drop out ..... Pregnant  
Living with parents? ..... Yes (Father and Mother)  
History ..... Viola is a conservative girl given to accept the opinion of others. She lost interest in school when she was in the 10th grade and she was an average student. There are three other sisters two older and one younger. Influence of the older sister is felt as the reason for the loss of interest.

Case IV

Age at time of drop-out ..... 15  
When born ..... January 26, 1927  
Reason for dropping out ..... Not interested in school  
Living with parents? ..... Mother alone  
History ..... Quitha Mae lived with her mother, four brothers and five sisters. Mother sold intoxicants for a livelihood and worked in maid service, therefore she was ashamed of home surroundings and left home for war work.

Case V

Age at time of drop-out ..... 17  
When born ..... November 24, 1927  
Reason for dropping out ..... Pregnant  
Living with parents? ..... Mother  
History ..... Thelma is living with her mother and one sister who is younger than she. Thelma was born out of wedlock and she is very sensitive and tries to hide it with an air of superiority. She returned to school and finally finished high school.



Case VI

Age at time of drop-out ..... 16  
 Reason for dropping out ..... Economic conditions  
 Living with parents? ..... No (grandmother)  
 History ..... Johnnie Lou was living with her grand-  
 mother at the time she stopped school. She sought employment and  
 marriage. She was an above the average student. Her mother and  
 father were away and in different cities. She dropped out when she  
 was in the 9th grade to seek a way for making a living.

Case VII

Age at time of drop-out ..... 16  
 Reason for dropping out ..... Pregnant  
 Living with parents? ..... No (Older sister)  
 History ..... Genora was living with her sister and  
 was getting her support from her brother. She was an average stu-  
 dent but lacked home guidance. Genora was her own boss. She dropped  
 out of school when she was in the 9th grade.

Case VIII

Age at time of drop-out ..... 16  
 Reason for dropping out ..... Pregnant  
 Living with parents? ..... No (Aunt)  
 History ..... Billie was living with her aunt at the  
 time she left school because her parents died when she was quite  
 young. She dropped out of school when she was in the 9th grade.

Case IX

Age at time of drop-out ..... 16  
 When born ..... August 27, 1927  
 Reason for dropping out ..... Disinterested  
 Living with parents? ..... Mother  
 History ..... Bessie was living with her mother, one  
 sister and two brothers. Her father had been sent to the penitentiary  
 on a murder charge. Ridiculed by students on this account, she left  
 school and went to war work. She stopped school at the age of 16.

Case X

Age at time of drop-out ..... 15  
 When born ..... March 4, 1929  
 Reason for dropping out ..... Pregnant  
 Living with parents? ..... Yes (Mother)  
 History ..... Mildred was an average student and was  
 living with her mother and one sister at the time she dropped out of  
 school. Her father was in service of the U. S. Navy. Her mother  
 believed in the child's statements at all times. She was 15 years  
 of age when she stopped school. Her family life was disorganized and  
 her older sister influenced her.

Case XI

Age at time of drop-out ..... 15  
 When born ..... May 12, 1928  
 Reason for dropping out ..... Work too difficult

Case XI (continued)

Living with parents? ..... Mother

History ..... Billy Ruth's mother was a widow and there were three sons and two sisters. The financial sources were low; the only aid was relief for aged and dependents. She was a below the average student. She stopped school in the 8th grade.

Case XII

Age at time of drop-out ..... 17

When born ..... December 13, 1929

Reason for dropping out ..... Work too difficult

Living with parents? ..... Yes (Mother and Father)

History ..... H. B. had six brothers and two sisters. There was not enough money to support the family of ten and he began work to keep up personal appearance. He stopped school in the 10th grade.

Case XIII

Age at time of drop-out ..... 19

When born ..... January 5, 1925

Reason for dropping out ..... Disinterested in school and a dislike for teachers

Living with parents? ..... Yes (Mother and Father)

History ..... Callie lived with her mother, father, and two brothers. Their family life was normal. She dropped out of school in the 9th grade.

Case XIV

Age at time of drop-out ..... 19

When born ..... January 18, 1927

Reason for dropping out ..... Aunt did not allow her to attend school regularly, kept her out to work.

History ..... Margie lived with her aunt because her parents died of T.B. while still young. Margie Nell found herself a job and is still employed as a maid. She dropped out of school when she was in the 10th grade.

Case XV

Age of drop-out ..... 19

Reason for dropping out ..... Disinterested in school.

Living with parents? ..... Mother (Father unknown)

History ..... Willie was in the 9th grade when he entered the service of the U. S. Army. Before this time his mother was his only support. He is not energetic and cannot retain the positions to which he is employed.

Case XVI

Age at time of drop-out ..... 17

Reason for dropping out ..... Pregnant

Living with parents? ..... Yes (Mother and Father)

History ..... Mae Ellen was the youngest of five children (girls). Her mother thought she was always right and let her have her own way. She was an average student, but did not have home guidance.

Case XVII

Age at time of drop-out ..... 18  
Reason for dropping out ..... Loss of interest in school and marriage  
Living with parents? ..... No (Grandmother)  
History ..... Daisy was a girl who ruled her grandmother  
and was always right in her grandmother's opinion. Her mother was in  
another city and her father was dead. She was below the average stu-  
dent. She dropped out of school in the 10th grade.

Case XVIII

Age at time of drop out ..... 19  
Reason for dropping out ..... Marriage  
Living with parents? ..... Yes (Mother and Father)  
History ..... Clara lived with her mother, father and  
three sisters. Her parents kept her out to work causing her to lose  
interest in school.

Case XIX

Age at time of drop-out ..... 16  
Reason for dropping out ..... Home guidance absent  
Living with parents? ..... Divorced mother  
History ..... Wallace was interested in auto mechanics  
and his older brothers influenced him to make a choice. He left school  
in the 8th grade.

Case XX

Age at time of drop-out ..... 17  
Reason for dropping out ..... Insufficient funds to support family.  
Living with parents? ..... Widowed mother  
History ..... J. D. lived with his mother, two sisters  
and four brothers. He sought and obtained employment. For one year  
he returned to school with all interest gone and finally stopped  
school in the 9th grade.

Case XXI

Age at time of drop-out ..... 17  
Reason for dropping out ..... Pregnant  
Living with parents? ..... Mother (father unknown)  
History ..... Mary was a below the average student.  
She sought romantic yearnings. She dropped out of school in the 8th  
grade.

Case XXII

Age at time of drop-out ..... 18  
Reason for dropping out ..... Pregnant  
Living with parents? ..... Mother and step-father  
History ..... Helen was an average student. She  
dropped out of school when she was in the 11th grade.

Case XXIII

Age at time of drop-out ..... 19  
Reason for dropping out ..... To work  
Living with parents ..... Mother  
History ..... Edward stopped school in the 8th grade.

Further analyses show that in most cases pregnancy occurred as a result of parties in homes of the girl during summer vacation, whereas the boy or man concerned in the case was a frequent visitor in the girl's home, with consent of parents. In some cases, parents of these girls were dead, separated, or away from home working. Only two cases showed that the male responsible for the girl's pregnancy was a current student of the high school. Although the investigator was instructed to check on the former, or current, school connections of the boys concerned, in only three cases checked by the investigator were the boys listed as students of the local high school.

Thus, it appears participation in high school activities such as has been mentioned, has little or no relation to the occurrence of illegitimacy among these high school girls. Furthermore, the studies of Frazier, Davis, and others show this problem of illegitimacy is rooted much deeper. They deem it the product of the culture of the lower economic class family. The real problem would seem to be what program can the school present which will modify this situation? This is very difficult to answer. However, a helpful solution would no doubt be in a program of guidance properly functioning which will disseminate information and provide understanding in an attempt to secure a decline in the rate of illegitimacy. It is conceded that the Negro has little success in rising above his class in this locality due to economic conditions. Since it has been shown that there is a high degree of correlation between illegitimacy and lower family culture of Negroes, and that there is a decrease in illegitimacy as middle class acculturation takes place, it would seem to point the way for the schools to inaugurate a program along these lines. It has also been shown that families of lower status have little encouragement to effect such a rise in status. The teachers should be lead to understand, sympathetically, the situation of

lower-class family. She should be taught the nature of culture and the development tasks involved in acquiring it; also in order that she could help the individual in her care, she should understand the value of reward as stimulation to the individual seeking to achieve improvement. The school and the family working together offer the only hope of modifying this problem of illegitimacy among Negro girls.

### C. Results of Problem Check List

To determine the interest and needs of youth in Booker Washington High School, a group of one hundred students were given a problem check list. This check list covers problems in eleven areas, but in administering this test it was found that personal and psychological problems are of great importance.

The summary of the survey will show the problems and the number of times checked in their descending order. It will start with the highest of sixty times checked and go as low as three times checked in this report.

#### STUDENT'S CHECK SHEET

	<u>Frequency</u>
1. I do not read enough good books . . . . .	60
2. I want a pleasing personality . . . . .	55
3. I have not traveled enough . . . . .	54
4. I am shy about talking over my personal affairs . . .	52
5. My feelings are too easily hurt . . . . .	48
6. I hate being watched by others . . . . .	45
7. I need advice on what I am best fitted to do . . . .	43
8. I dislike having to ask my parents for money . . . .	43
9. I spend money too easily . . . . .	43

Frequency

10. I have a habit of putting things off . . . . .	42
11. I can't forget the mistakes I make . . . . .	41
12. I am afraid at examination time . . . . .	41
13. I want to be more popular . . . . .	40
14. I want to live in a large town . . . . .	40
15. My spelling and grammar are poor . . . . .	40
16. I fear that my grades will be low . . . . .	40
17. I don't take part in enough school activities . . . . .	40
18. I am afraid of making mistakes . . . . .	39
19. I do not believe that I am being properly educated for the kind of job I want . . . . .	38
20. I take things too seriously . . . . .	38
21. I wonder whether to go to college after I finish high school . . . . .	35
22. I am shy about talking to people . . . . .	35
23. I am too easily discouraged . . . . .	35
24. I do not know enough about the rules of etiquette . . . . .	33
25. I worry too much . . . . .	31
26. There are not enough books in my home . . . . .	30
27. I am too nervous . . . . .	29
28. I have a hard time getting started to study . . . . .	28
29. I need to get a part time job . . . . .	28
30. I am too afraid to hurt other people's feelings, too cautious . . . . .	28
31. I have not made up my mind about what I want to do . . . . .	27
32. My memory is too short . . . . .	27
33. I cannot give oral reports . . . . .	26
34. I am afraid I will fail in my subjects . . . . .	26

	<u>Frequency</u>
35. I worry about succeeding on the job after I am graduated	26
36. I forget things . . . . .	26
37. I become angry too quickly . . . . .	26
38. I have headaches . . . . .	25
39. I wonder whether school is preparing me for a job . .	25
40. I am annoyed at insults arising from race prejudice .	25
41. I day dream . . . . .	25
42. I feel that my teacher doesn't understand me . . . .	24
43. I have too little money for recreation . . . . .	23
44. I have too little money for clothes . . . . .	22
45. My reading ability is poor . . . . .	21
46. I do not have enough time for study . . . . .	20
47. I need to get acquainted . . . . .	20
48. I worry for fear of failing in college . . . . .	20
49. I do not know how to dance . . . . .	20
50. The classes are too dull . . . . .	19
51. I cannot read fast enough to complete my assignments quickly . . . . .	19
52. I am bashful . . . . .	19
53. I worry over the idea of death . . . . .	19
54. I have an insufficient knowledge about sex matters .	19
55. I resent attending a segregated moving picture theatre	18
56. I dislike mathematics . . . . .	18
57. There are not enough parties to go to . . . . .	18
58. I am trying to get through school on too little money	18
59. My friends do not belong to the same church as I do .	17
60. I can't make up my mind to get to work . . . . .	16

	<u>Frequency</u>
61. I do not display enough temper to protect my right . . .	16
62. I can't make decisions . . . . .	16
63. I need eyeglasses . . . . .	16
64. I have some bad habits which hinder me . . . . .	16
65. I can't restrain myself from talking back to my parents	16
66. I am afraid that my race will lessen my chances for success	16
67. I am shy and awkward about making dates . . . . .	15
68. My spoken English is faulty . . . . .	15
69. I have bad teeth . . . . .	15
70. I do not like to be criticized by others . . . . .	15
71. There is sickness in my family . . . . .	14
72. I do not have a winning personality . . . . .	14
73. There are times when I am despondent . . . . .	14
74. My studies are too difficult . . . . .	14
75. I am in love . . . . .	13
76. I get tired too easily . . . . .	13
77. I am undecided whether to take a vacation after graduation	13
78. I am unhappy . . . . .	12
79. I have blemishes on my face . . . . .	12
80. I am just not smart . . . . .	11
81. I am clumsy at social affairs . . . . .	11
82. I can't feel at home at a party . . . . .	11
83. My parents do not take up enough time with me . . . .	11
84. I borrow money too frequently . . . . .	10
85. I am being forced to take courses I do not like . . .	10
86. My family disapproves of my best friends . . . . .	10



	<u>Frequency</u>
87. No one gives me advice about education and my future .	10
88. I wonder if I will ever get married . . . . .	10
89. People are talking about me . . . . .	10
90. I have too little time to play . . . . .	9
91. I am being made fun of . . . . .	9
92. I can't keep a secret . . . . .	9
93. I am jealous of my girl (or boy friend) . . . . .	9
94. I hate to have to work my way through college . . . . .	9
95. I do not have enough privacy at home . . . . .	9
96. I do not have a good appetite . . . . .	8
97. I am lonesome . . . . .	7
98. I have too many colds . . . . .	7
99. I have trouble with my relatives . . . . .	7
100. The bus ride to school is a hardship to me . . . . .	7
101. I am worried about deciding whether I am in love . . . . .	7
102. I want to leave school and enter the armed forces . . . . .	7
103. My teacher does not do himself what he advises us to do . . . . .	6
104. I am careless . . . . .	6
105. I am lazy . . . . .	6
106. There are many quarrels in my home . . . . .	6
107. I am ashamed of my home . . . . .	6
108. My girl friend (or boy friend) criticizes me too much . . . . .	6
109. My service in the army has made me restless . . . . .	4
110. I am jealous . . . . .	4
111. I can't hear the teacher well . . . . .	4
112. I am too fat . . . . .	4

	<u>Frequency</u>
113. I am afraid to meet people . . . . .	4
114. My teacher is too strict . . . . .	3
115. My parents are not church goers . . . . .	3

## SURVEY MADE OF HOMES

	<u>Percentages</u>
Are you at home with your children each day? .....	71%
Is there a radio in the home? .....	69%
Does the home have four rooms or less? .....	46%
Homes with more than five living in them .....	65%
Do you own your home? .....	50%
Families with more than four children .....	54%
Families receiving old age pension or child's aid as support ....	42%
Children living with someone other than parent or grandparent ...	12%
Families taking one paper only .....	40%
Families with not more than three children .....	46%
Children living with both parents .....	30%
Mothers finishing grammar school .....	38%
Children living with mother only .....	32%
Homes with lights only .....	27%
Fathers finishing grammar school .....	25%
Children living with grandparent .....	24%
Families taking paper and magazine .....	23%
Homes with lights only .....	19%
Homes with water only .....	15%
Mothers finished high school and above .....	8%
Fathers finished high school and above .....	6%
Families taking magazine only .....	6%
Homes with piano .....	3%
Children living with father only .....	2%

## CHAPTER III

### SUGGESTION FOR THE GUIDANCE OF THE 7TH GRADE PUPILS THE CORE CURRICULUM

Pre-planning to Do It. Through the cooperation of the principal, and a group of teachers it was decided to inaugurate a program of curriculum by setting up experimental groups within the established program. This program is designed to start with students entering Booker Washington High School for the first time. It is planned that new groups will be added until the program is extended through the tenth grade.

Those planning the program are hoping that through the development of the core curriculum the pupil will be placed in the center of the stage and the emphasis on education will be to develop the child to live with his needs, interests, aptitudes, abilities and opportunities.

Some of the major problems faced were these: What type of teacher should be chosen for the experiment? What should be the nature of the student chosen? How much consideration should be shown the parent? What should be the nature of the administration?

An attempt has been made to secure teachers from the present staff who are dissatisfied with the existing curriculum and want to do something about it. These teachers were taken from the English, Mathematics, and Social Science departments. It is planned to prevail on teachers in other departments to assist and to make contributions. Specialization in subject fields and highly technical ability were thought to be secondary to an interest in all round development of children.

Some suggested criteria are listed for the selection of teachers.<sup>1</sup>

1. The teachers of core work should be persons who have learned to deal with pupils by employing the commonly accepted principles of guidance and counseling.

2. Teachers who succeed in core work find it necessary to continue their training in guidance and counseling.

3. Teachers of core work should be persons who find it easy to carry on cooperative activities.

4. Teachers of core work should be teachers who will organize the work around the needs of pupils with little fear that some of the subject matter previously dealt with may be omitted from the school program.

5. There should be a continuity for teachers personnel for any group over a period of two or three years.

6. There should be opportunity for teachers to call upon practically any department for assistance in planning and evaluating various phases of the program.

Important decisions in carrying out the program will come as the result of cooperative group thinking of the entire staff. It is understood that such procedure calls for mutual respect among members of the group, that each must make his unique contribution to the general enterprise, and that the success of the project as a whole must take precedence over the professional success of any individual member of the staff. It is also recognized that, once incorporated as a responsible planner and participator in a new undertaking, a teacher releases enthusiasms and energy theretofore unrevealed in his instructional program. The planner assumes part ownership.

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1. Harold Spears, The Emerging High School Curriculum, American Book Co., 1940.

The proposals for a core curriculum anticipated teacher concern in respect to the selection of specific units for the core course. It is suggested that teachers endorse a criteria for determining the advisability of including this unit or that activity in thirteen general criteria suggested by Alberty<sup>1</sup> of the Curriculum Staff of the Eighth Year Study.

It is suggested that problems allocated to the core curriculum to be those which:

1. Are common to large groups of children if not all.
2. Are persistent or recurring in human experience, or related to or illustrative of such problems. (For example, a bond issue for the construction of a local sewage disposal plan may illustrate the persistent problem of sanitation.)
3. Are not likely to be handled well by any of the traditional subjects, such as family relationships.
4. Require, or would profit by, cooperative planning, teaching and learning.
5. Call for exploration in several areas of experience (health in biology, recreation, the home, sex, public health, safety, health hazards in industry)
6. Require orientation in a wide range of relationships and implications for their significance to become apparent (the corporation as related to mass production, advertising, absentee ownership, labor problems, problems, propaganda, war, imperialism, pressure groups).
7. Require consideration of various points of view in addition to factual information or data.

8. Require larger blocks of time than conventional periods (such as community study and participation).

9. Call for relatively continuous experience rather than a unit course (the Arts are not strictly problems but kinds of experience which should be included in the core curriculum).

10. Extend the application of such objectives as techniques of thinking, work habits, study skills, social sensitivity, creativeness, over a wider range of experience than the traditional subjects.

11. Require a minimum of specialized laboratory equipment.

12. Do not require extended drill in specific skills.

13. Do not require sudden extension or drastic modifications of present levels of work habits and study skills (such as a sudden shift from lesson-learning to complete responsibility).

The foregoing criteria have been widely used, and prove effective in guiding teacher choices. Useful as they are, however, for passing judgment on proposed problem areas, they offer little or no help in suggesting possible fruitful areas of investigation.

Various analytical devices have been used for passing judgment on proposed problem areas, but the Denver Group listed suggestions for core curriculum activities using the four Basic Relationships of living as categories for classification and analysis:<sup>1</sup>

#### I. Personal Living

- A. Personal Health (Physical and Mental Health) Heredity, Native Endowment, Habits, Learning, Intelligence, Normal Variability, Eugenics, Diet, Drugs, Developing Personality Traits.

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1. Manual for Teachers, published by the Denver Board of Education, Denver, Colorado

- B. Man and Nature  
Man in relation to Lower Animals, Organic Evolution, Cosmology, Religion, Ethics, Anthropology, Social Philosophy, Relativity of Truth, Operational Thinking.
- C. Man's Realization of Self through Aesthetic Appreciations.  
Art, Music, Drama, Literature.

## II. Immediate Personal-Social Relationships

- A. The Family in Civilization  
Problems of Individual Adjustment, Social Relations  
Economic Problems, Budgeting, Standards of Living,  
Improvement of Home Life, Food, Clothing, Nutrition.
- B. Human Relations  
Growth and Development, Sex, Mating, Dating, Petting,  
Problems of Individual Adjustment, Social Relationships.
- C. Living in the School  
Adjustment to School Life, Participation, Choices,  
Social Responsibility, Parties, Attitudes toward Teacher,  
Care of Buildings and Grounds, Participation in Curriculum Planning Student Government.

## III. Social Civic Relationships

- A. The Community  
Health, Housing, Transportation, Communication, Taxation,  
Government, Schools, Recreation, Beautification, Sharing  
Interests, Participation in Improving Community Life,  
Changing Concept of the Community.
- B. Changing Conceptions of Government.  
Government and Human Welfare, Protection of Individuals  
from Exploitation.
- C. Types of Social and Political Organizations, Democracy,  
Fascism, Communism, Effect upon Human Welfare.
- D. Getting Along with Other Races and Nations Internationalism,  
War, Trade Barriers, United Nations, Courts of International  
Justice, Treatment of Negro; Oriental and the Indian,  
Naturalization, Citizenship.

## IV. Economic Relationships

- A. Conflicting Economic Systems  
Capitalism, Communism, Socialism, Trade Unionism, Consumer  
Cooperatives.
- B. Impact of Technology upon Living  
Machine Age Production, Communication, Transportation,  
Distribution of Goods, From Scarcity to Abundance --  
"The American Dream", Possibilities of Improving Living in  
a Machine Civilization.
- C. Vocational Orientation  
Study of Occupations, Professions, Social Responsibilities,  
Culture through Vocations.



#### D. Consumer Problems

Advertising, Installment Buying, Banking, Child Labor,  
Sweatshops, Consumer Cooperatives, Laboratory Testing

If the preliminary planning should stop with defining categories such as those listed above, an impossible load would be placed on the shoulders of the teacher charged with the responsibilities of teaching a core course. Additional help is required. What source materials can be used profitably? How can they be made available? What activities can be utilized profitably? How can the significance of an activity be determined? These and many other questions must be answered by the teacher before she can embark upon a core program.

A device known as the source unit has proved effective in giving material aid to teachers. A source unit differs from a teaching unit in the following respects: (1) it is prepared for use by the teachers and not by pupils; (2) it covers a broad area rather than a specific topic or problem; (3) it contains much more material than can be used with any one class; and (4) it suggests a variety of possibilities for achieving the same goals. In fact, it is possible to draw suggestions for many teaching units from a single source unit. The functions of the source unit are:<sup>1</sup>

1. To define the need or needs to be met.
2. To set forth principal values or characteristics which the teacher should keep in mind in planning experiences designed to meet the needs.
3. To state the problems, issues, and basic concepts or generalizations involved.
4. To suggest a large number of possible individual and group activities which might prove helpful.

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1. Harold Spears, The Emerging High School Curriculum, American Book Co., 1940

5. To provide sufficient and suitable annotated reference materials for students.

6. To suggest appropriate equipment, visual aids, and the like.

7. To provide suitable reference and other materials for the teacher.

8. To suggest a wide variety of procedures which the teacher might use in planning and developing the unit.

9. To suggest possible learning outcomes in the form of major understandings, special abilities, which may reasonably be expected to result from the learning experiences of students.

10. To offer suggestions as to how achievement of these proposed outcomes may be evaluated.

11. To suggest "leads" to other related units which might grow out of the proposed unit.

These statements outline the important functions to be observed in the preparation of the source unit. They are not a mandate on the form of organization to be used.

It is very easy, in the construction of source units, for teachers with rich backgrounds of information to be carried far afield from pupils concerns and needs in listing activities and areas of exploration. The following steps in procedure will serve as a check against this tendency:

1. Selection of problem area or need.

2. Analysis of factors or problems involved.

3. Listing the concerns and interests of adolescents within the factor or problems.

4. Listing understandings or generalizations necessary for satisfaction of these concerns.

5. Listing activities (educational experiences) which will aid in the achievement of these objectives.

6. Preparing bibliographies

- a. For teachers
- b. For pupil use
- c. Visual aids

Each step in this procedure serves as a directing and limiting factor for the task involved in the next step. Listing concerns of students, in the form of typical questions as asked by boys and girls, will prevent wandering far afield. It is assumed that teachers working on source units are experienced teachers seriously concerned with the problem of meeting the needs of youth.

The importance of the source unit device lies in the fact that it constitutes one effective way in which teachers can plan cooperatively. It is, therefore, a way of working together. To achieve maximum benefits, a faculty group must develop its own source units on a basis of the needs and interests of its own students. It follows that no source unit, however admirable in itself, can be effectively adopted or borrowed from an outside source.

The sample source unit in this chapter is, therefore, not intended to furnish even a partial curriculum for core program in the Booker Washington High School. It is rather presented as representative of the kind of outcome which a group of teachers may expect after a brief period of source unit development. It is here included in the effort to clarify further what is meant by the term source unit.

## Entering a New School

The experience of enrolling for the first time in a new school is an exciting bewildering, and frustrating act for students. It is becoming increasingly recognized that the school has an important responsibility for helping youth to bridge this difficult gap and achieve adjustment to their new school. A source unit like the following may contribute to that end. It is suggested that such a unit may be developed and taught cooperatively by the various teachers of the ninth or tenth grade. Other problems which will suggest themselves as source unit topics for orientation will relate to development of personal attractiveness, broadening one's interests, how to study, etc.

### I. Student Problems and Concerns -

Where is room .....?  
 Who teaches.....?  
 Where do you go for a permit?  
 Where is there a telephone?  
 Where is the office?  
 Where is the cafeteria?  
 What are the rules at noon?  
 How do you go out for football?  
 Who are the leaders in the student-body?  
 What is the student council for?  
 Is this a good school?  
 How do you join the band?  
 What do the bells mean?  
 What do you do if you're late?  
 Can you take books home from the library?  
 What kind of clothes do the other kids wear to school?  
 How do I get a locker?  
 Can I get books and pay for them later?  
 What are the requirements for graduation?  
 Is this course hard?  
 Can I take .....?  
 Why do I have to take .....?  
 When do we go to assemblies?  
 Where do I get my books?  
 Where do I go now?  
 Can I sit near .....?  
 What groups or organizations are there in this school?

What are the requirements for joining?  
 Why should we join certain groups?  
 How can I become an active member of the group to which I belong?  
 Why should I join a club if I don't do anything in it after I join?  
 How can I learn to take on responsibility?  
 How can I get people to have confidence in my ability?  
 What standards should I maintain to be successful in clubs and organizations?  
 How can I make friends?

## II. Characteristic Behavior Changes Sought

### Knowledges

Of school organizations and of requirements for membership in them  
 Of what values to apply in judging groups  
 Of own ability to follow particular interests or activities  
 Of the standards of groups and with whom you associate  
 Of how to dress well and economically  
 Of what school organizations will help overcome shyness or restrain aggressiveness  
 Of the physical lay-out of the building  
 Of the chief rules of procedure which obtain in the school  
 Of the names of various teachers and their courses  
 Of the purposes and characteristics of various courses  
 Of the requirements for graduation  
 Of the names of student leaders, and of their fellows  
 Of the history and traditions of the school  
 Of the daily schedule

### Habits and Skills

Critical evaluation of new organizations  
 Skill in appraising clothing, good posture, cleanliness, proper diet, and exercise  
 Skill in finding what others are interested in, in self-expression, and in talking of the interests of others  
 Skill in finding places  
 Skill in meeting strangers  
 Skill in reading schedules, reading school handbooks, etc.  
 The habit of consideration and cooperation of doing well the tasks which are yours to do  
 Skill in discerning the differences between standards  
 Habit of courteous action  
 Skill in putting others at ease  
 Skill in listening to and talking about the interests of others

### Abilities in Thinking

Recognition of values in the activities of others

Recognition of the values of separate organizations in the lights  
 of one's own interest and their importance to others  
 Critical consideration of the groups  
 Recognition of one's own abilities and aptitudes  
 for participation in different groups  
 Evaluation of one's own interests  
 Ability to discern aspects of other interests which  
 should not be accepted  
 Ability to retain individual preference and yet conform to group standards  
 Ability to see meanings in new experiences  
 Ability to choose courses of action in terms of worthwhile standards  
 Ability to see crowds and group activity as simply the sum total of individuals

#### Creative Aspects

Introduction of new elements -- activities, programs in groups  
 Discovery of possibilities for new activities  
 Projection of self into situations which call for critical evaluation of one's own standards

#### Attitudes

Suspended judgment toward the values of organizations  
 Desire to enter into new activities and to share experiences  
 Willingness to approach others  
 Awareness of one's capacities for contribution to personal and group welfare  
 Willingness to force oneself to participate with others  
 Awareness of one's own personal importance even in a strange milieu  
 Self evaluation of growth in adjustment  
 Desire to help unify the group of which one is a part  
 Desire to lead a group in activities, to select leaders wisely  
 Desire to follow leadership cooperatively  
 Critical cooperation within the standards of others  
 Tolerance of the activities which others enjoy

#### Social Sensitivity

Sensitivity of one's responsibility to the group and to individuals  
 Awareness of the feelings of others whose activities are of little interest to ourselves  
 Sensitivity to appropriate conversation for a particular situation  
 Sensitivity to standards of appearance and expression of the group under consideration

Sensitivity to situations in which leadership, decision, and action are necessary  
 Sensitivity to different standards of others  
 Sensitivity to the problems of others  
 Sensitivity to the shyness of others or the causes for over-aggression  
 Sensitivity to the fundamental worth of an individual regardless of differences in appearance, expression, or standards  
 Awareness of the achievements of others  
 Sensitivity to the fine distinctions in cultural backgrounds which are reflected in moral and aesthetic standards

### Appreciations

Of the values in certain school organizations  
 Of the value of cooperative effort  
 Of the importance and value of various standards in school organizations  
 Of a need for enlarging personal and group interests  
 Of personal capacities  
 Of the achievements of others  
 Of thoughtful assumption of duties on the part of others  
 Of opportunities for responsibility in genuine undertakings  
 Of one's own rights  
 Of the need for setting others at ease  
 Of the enjoyment which others find in activities of less interest to oneself

### Interests

In membership and participation with groups of social importance  
 In increasing one's area of activities and experiences  
 In exploring new activities  
 In the success of group activities  
 In one's personal importance to the group through the exercise of responsibility and creative interests  
 In the school as one's own school  
 In becoming more proficient in activities of importance to personal or group welfare  
 In helping others overcome their shyness  
 In creative expression

## III. Educational Experiences

### Preparatory Activities

Reading and discussion of the school directory. The discussions should survey the organizations and fields of opportunity (teachers, rooms, classes, musical organizations, athletics, debating, student government, honorary, social).

Development through pooling ideas in discussion of series of criteria with which to judge classes and organizations by such points as:

Does the class or club have a distinct purpose?

Does it have any major job in the school?

Does it do anything for the school? For the students?

What does it contribute to the school or the community? How does a club make use of its members? Is responsibility delegated? Do members actively contribute their ideas and leadership?

Are the members selected well in terms of student ability and versatility? In terms of different religious, racial, or economic groups in the school?

Are its members the social or political leaders in the student-body?

Discussion and written evaluation of past or present organizations in which individuals have been members in terms of the criteria

Exploration of the school building and campus by field trip.

Emphasize such elements of interest as room locations, traffic rules and routes, routine procedures, personal acquaintance with key persons on faculty, opening door to wider horizons of interests in library, athletics, music, etc.

Forming teams of locker partners.

Learning to sing school songs

#### Investigational Activities

Contacts with school organizations

Presentation of the work of clubs by officers or delegates followed by discussion in which the clubs are considered in terms of the criteria developed. The organization of a schedule and arrangement for the speakers should be made by student committees

Small group conferences between some of the other teachers and interested students

Visits to clubs when they have open meetings, followed by oral reports and discussions

Written reactions by individuals to the visits to clubs, classes, organizations

Reading school annuals and school papers

Interviews with other teachers or student officers about their work

Interviews with principal or guidance persons about the school and its procedures and opportunities

Acquaintance with building plan by student-conducted tours

Follow-up with personal maps of building



Reports to class on requirements for graduation

Over the year keep a record of

How many in the class join clubs? Which ones?

What daily schedule does each follow? What was his previous school? Home background? Record of conferences with teacher, samples of work done, grade records, test scores, friendship graphs, etc.

Visit other classes typical of various departments which student may later enter

Letters to parents summing up problems and discoveries or achievements in the new school experience

Various tests of social adjustment and study of scores with teacher

Planning a class party together, including either only one section or an entire entering grade

Organizing a softball team for the room to enter the school's intra-mural league

Planning appropriate recommendations for changes in the official school handbook for the ensuing year, on the basis of experience

Reviewing the experiences of the first three weeks with a view to how the school could have helped more effectively in orientation

Conducting room election, after careful study of qualifications and responsibilities

Discussion of why some members of groups do not participate --

Lack of opportunity, not in with the right social group, organization is a sit and listen type, etc.

Discussion of criteria for active group membership --

What makes a good group leader?

Makes friends easily

Good at conversation

Volunteers readily and tactfully

Has feeling for welfare of the group

Sees that details of program to complete details

Sees that details of program are worked out

Stays after program to complete details

Is aware of needs of individuals in the group and feels responsibility for them

Carries out duties assigned him

Helps group carry out constructive program

Written comment on ways and individual might contribute to the group itself

Forming committees for suggested service within class, such as a social committee, library committee, bulletin board committee on which he can serve

Selecting groups for special contributions to class, such as dramatizations, class newspaper, etc. Dramatizations of how one person successfully participates in the group and how another fails

Making a check list of characteristics of being a good group member and measuring against it in all class activities  
 Discussion of the purpose of a group as giving real opportunity for participation, probably resulting in suggested service to the school and to the community

#### School

Campaign for care of the grounds  
 Bulletin on school yells  
 Handbook of instructions to students attending their first football game  
 Annotated programs for music assemblies  
 Campaign for making cafeteria more effective -- drive for returning dishes, not reserving table, etc.  
 Investigation of the landscaping of the school grounds, and their extension and preservation  
 Safety patrols at front and rear entrances  
 School bulletin board for highlights in the day's activities  
 Student government campaigns to set up criteria for selection of candidates, and the measuring of candidates by those criteria  
 Plans for training and orientation of hall guides, to be submitted to school council  
 Planning an opening school assembly, with student officers introducing teachers to student-body  
 Participation in school assemblies

#### Community

Study of position of billboards and of their advertising effect  
 Study of store fronts and store windows  
 Beautifying of vacant lots  
 Exploratory trips to other sections of the city looking for things which might be done  
 Meeting with parents to discuss results of these surveys and to get parent participation

#### Evaluation

Reading in current affairs and community news for the purpose of finding ways in which the school may be socially helpful  
 Contacts with community  
     Talks by representatives of community groups on their purposes, program, and plan for giving members a place in actual participation. (Service and city clubs, churches, Chamber of Commerce, etc.)  
     Discussion of the value of such organizations and of suggestions which might apply to the school in terms of the criteria developed

Discussion and analysis of the extent to which the community is organized for meeting the needs of its citizens

Mapping and visiting the principal places of interest in the community

Selecting rooming or boarding places cooperatively

Using buddy system for new rural students who must find rooms in town, upper classmen helping in this activity

Writing editorials and reactions on the values and weaknesses of orientation experience

Keeping a scrapbook of clippings and souvenirs about one's new school

Submitting proposals to the administration of the school for improvement of the orientation process

#### IV. A Few Sources of Printed Help

The school handbook, annual, newspaper, daily schedule, annual report

Bennett and Hand. School and Life. New York: McGraw-Hill, 1938

Brockman, Mary. What is She Like? New York: Charles Scribner's Sons, 1936

Clifford, Charles W. How to Study. Washington: The National Education Association

Eastburn, Kelley, talk. Planning Your Life for School and Society New York: Charles Scribner's Sons

Frederick, Robert. How to Study. New York: Appleton-Century Co. 1936

Goodrich, Laurence B. Living with Others. New York: American Book Co. 1939

McAndrews, William. Social Studies. Boston: Little, Brown, & Co. 1937

McLean, Donald. Knowing Yourself and Others. New York: Henry Holt & Co. 1938

Rasely, Helen. Finding Yourself. New York: Gregg Publishing Co. 1937

If our teaching practices are to be in harmony with the modern and progressive trends of education we must develop a philosophy of education in which we believe. This philosophy must run concurrent with the new ideas and practices that seem to be the outgrowth of developments in the recent and current economic, political and social scenes, educational theory, and changing concepts of the role of the school in the community.

Some of these practices and concepts are:<sup>1</sup>

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1. Towards a New Curriculum. 1944 Yearbook, Department of Supervision and Curriculum Development of the National Education Association of the U. S., Washington, D. C.

Include for every child some definite work experience

Provide day care for children

Stress industrial training

Develop through participation greater competence with  
democratic processes

Make use of school facilities for longer hours through  
the year

Reach out-of-school youth and adults with appropriate  
educational experiences

Make needed consumer information available to the entire  
community

Mobilize community resources for meeting problems of group and  
individual living and learning

Develop broad programs of summer recreation and education

Learn new ways of thinking and acting for present and future  
world situations

All of us have a philosophy of education, even those of us who protest against discussions of philosophy. Our own life experiences, our attitudes, emotions, and ideals, our successes and failures, our satisfactions and frustrations as teachers and as persons -- all of these elements, and many others make up our educational philosophy. Our beliefs are frequently deep---seated and are so buried under our psychological debris that we are not even aware of their nature. Often we are inarticulate about these ideas -- yet they influence our every act.

It is apparent that philosophies of education, whether wrong or right, cannot be imposed upon us by someone's decree; we shall, if we must give lip-service or obedience to such decrees, but we shall continue to

teach as we believe. Our philosophy is too complex, too basic a part of us to yield to cursor salesmanship.

In a program of curriculum development we must be cognizant of the implications involved. Some of these implications are:<sup>1</sup>

Curriculum must be with the real purposes of the staff, including every individual; in no other way can it become implemented by the staff themselves, who are the real makers.

Curriculum modification must involve all the persons -- administrators, parents, teachers, and students -- who are affected by the product; in no other way can it rise above words and become fact.

Curriculum modification must proceed slowly, or at least no more rapidly than the rate at which beliefs and values are changed.

Curriculum modification must be a dynamic, creative process, growing as individuals grow, subject to change as evidence and beliefs make changes appropriate.

Curriculum modification can never be finished, for individual philosophies and group thinking never stop changing.

Curriculum modification must be tested in the crucible of the classroom, for the real curriculum is found there.

Curriculum must employ the efforts of all without regard for status, salary, age, or position and without emphasis on any distinctions -- only thus can our resources be fully utilized.

Curriculum modification must take into account the fact that answers are less important than processes, and that growth is more significant than solutions.

In summary, it is extremely important for curriculum development to take into account the philosophic values held, consciously or unconsciously, by every teacher, and proceed to change those values by group experiences and cooperative planning.

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1. Towards a New Curriculum. 1944 Yearbook, Department of Supervision and Curriculum Development of the National Education Association of U. S., Washington, D. C.

The suggested plan of organization would be to give the first two periods to core work. This would probably fit into the junior high schedule. This would allow the teachers of core work to have assemblies or group programs without disturbing the remainder of the school if deemed necessary. This plan or organization would enable the core classes to have the same lunch period with the remainder of the junior high pupils. The remainder of the school day would be devoted to music, art, shop, health, education, homemaking, and other subjects.

The first three weeks of the semester would be devoted to, or used as a period of orientation. The teachers selected as core workers would spend this time getting acquainted by counseling, testing, and making all of the necessary records on each individual. The nurse, physician, and dentist would also check each student for any physical defect. The tests that are being used in the system are recommended for use until further study of tests is made in relation to the desired ends the core program is attempting to attain. It is suggested that tests not be given too rapidly, so that students will not become weary from taking tests. These students will not be grouped on the results but will be grouped heterogeneously. The test information will be used as an instrument to help the teachers to get information about the child and to use this information objectively.

A lengthy discussion of the plan of organization is felt to be inappropriate. The teachers who are to participate must have the opportunity to make contributions and feel that the program was not handed down or thrust upon them.

## Organizing to Do It

Recognizing the administrative difficulties in making a plan of organization for a program of this type, the plan offered will be suggestive. Due to the crowded condition of the school, a staggered schedule has been adopted. A sample schedule for junior and senior high school is included to show the daily school program.

Junior High

Period	Time	Mon.
1	8:40 9:40	Arithmetic
2	9:40 11:00	English
Lunch	11:00 11:40	
3	11:40 12:40	Health Ed.
4	12:40 1:40	Soc. Science
5	1:40 2:40	Music
6	2:40 3:40	Speech

Senior High

Period	Time	Thurs.
1	8:40	Arithmetic
Activ- ity	9:40 10:20	Assembly or I. I. on Friday
2	10:20 11:15	English
Lunch	11:15 11:55	
3	11:55 12:50	Health Ed.
4	12:50 1:45	Soc. Science
5	1:45 2:45	Music
6	2:45 3:45	Speech

The senior high schedule runs concurrent with the junior high schedule for the first two periods in the morning. The senior high continues to the third hour class while the junior high is at lunch, the junior high is in the third hour class while the senior high is having lunch. The two schools return to a concurrent schedule at the beginning of the fourth period.

## CHAPTER IV

### PREPARING SENIORS AND WITHDRAWALS FOR LEAVING SCHOOL

In the past, the responsibility of schools for the welfare of students has ended at graduation or the withdrawal from school. The problems of educational, occupational, social, recreational, and economic choices which young people encounter during youth are very difficult, important, and far-reaching. However, we must consider the problems of the youths and remember that boys and girls who have either dropped out of high school or graduated quickly lose their interest in the school world of which they were a part. Few return to school voluntarily for counsel or information after they finish that much of their formal education is of little immediate value in solving these problems. They cannot be absorbed fully into the adult life of their communities at once. While some membership in clubs or institutions of some type is open to some of them, few have representation on committees of even minor responsibility.

Except for the relatively few who find membership in civic, social, or religious organizations attainable and interesting, modern youth experiences a period of adjustment to the responsibilities of adulthood which ranges in length from one or two years to as many as seven or eight. Some, unfortunately, never make a happy adjustment.

The urge for self-expression is strong in youth; the urge for achievement, as represented by a job, friends, a mate, at home, and a place in the life of the community is equally strong.



Economic efficiency in the form of a job is a fundamental need; the ability to make a successful transition from adolescence to adulthood depends largely upon the knowledge of, and the interest in, such phases of life as leisure-time activities, technological problems, consumer education, money management, and marriage. Successful personal and community life on the adult level is largely contingent upon the extent to which individuals understand and share it in these types of life experiences.

It has been found that the economic competence of an individual is shown by his ability to learn a decent living, and largely determine the extent of his leisure time activities, his awareness of the influence of technological developments upon his life, his role as a consumer, his chance to manage money, and even the possibility of marriage and the establishment of a home.

Despite the limitations of time, personnel, and program, Dr. Ruth Eckart believes that primary responsibility for adult competency rests with the school.

Leisure Time Activities. If modern youth is to be fit mentally, physically, and emotionally for the strenuous demands of life in our day, leisure time must be used for something more than idleness or loafing. Without assuming that the schools can prepare their pupils in advance to meet the known needs and pressures of adult life, every possible effort should be made by the school to take into consideration the out-of-school needs of youth, as well as the immediate demands in the life of the school child. There is no other field of education in which school objectives and life needs may harmonize more naturally than in the area of leisure-time activities.

One of the best current discussions of leisure-time problems of youth with recommendations for their solution is found in Wrenn and Harley's

book prepared for the American Youth Commission entitled Time on my Hands. These authors maintain that there are four kinds of recreational opportunities which youth should have in greater degrees; namely for participation in games, sports and other outdoor activities, for creative experiences, for fuller racial life, and for recreation at home. Wrehn and Harley also find certain groups of young people especially lacking in recreational advantages, including rural youth, youth of low-income families in general, Negro youth, girls, and the older adolescents. Girls are said to be the largest group of recreationally under-privileged youth in the country. The older adolescents or the late teens are the forgotten youth of the country.

The school administration must assume the responsibility, with the backing of their board of education, for the organization of some type of community council, or similar agency for the development of a broad program of social, educational, and recreational opportunities for the wise use of leisure time. Since wholesome activities for leisure-time pursuit seem to be one of the essential needs in modern life, with all of its pressures and its rapid tempo, our communities should be everything in their power to expand existing facilities for recreation, play, education, and non-commercial entertainment. If modern young people are to become to strong, interested, loyal and vigilant citizens needed in our country today, we must not over-look their leisure-time activities.

Technological Problems. Industrial management, with the aid of research, has utilized the powers of science and invention so effectively for the purpose of production that lasting benefits to society have resulted. Unfortunately, the benefits have been accompanied by serious social problems as far as the worker is concerned. The same remarkable increases in production which have lowered costs to such an extent that the average Ameri-

can home contains the luxuries which were found in the homes of the wealthy a few years ago or did not exist have also produced seasoned unemployment, unannounced lay-offs, and have practically eliminated the young worker in normal times. The world of the worker has become very unstable. The young suffer from the uncertain labor market, from their lack of specific occupational training in many instances, and from economic cycles which include depression and boom periods. People are also holding jobs longer.

Recognizing these problems created by technological advancement, the school administrators must offer training programs that are subject to change. The school administrators must keep abreast of current developments in industry. Too much training should not be incorporated into a course related to a rapidly changing industry. Students should receive general training in the ability to adjust themselves before acquiring the advanced skills.

Consumer Education. Two generations ago there was little need for consumer education. Human wants and desires were relatively few, and the means of supplying these needs were, for the most part, simple. Long hours of labor produced small wages which sufficed for hardly more than enough to cover the necessities of life. Advertising brought less pressure than today. Installment buying was in its infancy, purchasers were required to have most of the purchase price before a sale was completed. Salesmanship had not become the high pressure art of creating desire, which it is these days.

Today the potential consumer is beset with desires for share in the "better" things of life, which range from gadgets of all types to electric refrigerators and automobiles. Advertising makes yesterday's luxuries

appear to be necessities. Easy terms with small down-payments made a purchase which is quite consistent with the income appear easy and practicable. Children are not immune to the appeals made on the radio for the purchase of breakfast foods or candy bars which are said to be made of the best ingredients, to have the highest food values, and to be regularly purchased by noted athletes or famous movie stars. Extravagant claims for soap, dental creams, various medicines, and fuels pour through our radios daily, each the prelude to the daily news or to our favorite program. How is the consumer going to learn the truth before he buys? How shall he decide first, what to buy and what not to buy, and second, when he is getting his money's worth? Consumer education is the new kind of learning that attempts to answer these questions.

The curriculums in commerce, homemaking, and social studies should attempt to develop facts, critical attitudes, and buying skills which will help the consumer in his purchasing and spending.

Money Management. Money management and consumer education are inter-woven. The one depends on the other, inasmuch as management of income determines the amount which is available for wise spending. Likewise, intelligent purchasing, based on knowledge of values, is a real phase of money management. Until recent years, thrift or school savings was the extent of the school's interest in money management. If we look about us and see the results of mis-management of money, more emphasis would be put on the management in the curriculum of the secondary school.

In a society in which money plays such an important part in satisfying the wants of its people, what are the points of stress and strain for children and young people? Is it desirable to give emphasis to the fact that

many of the things for which money can be used do not bring the greatest good to the individual and that, on the other hand, there are many satisfying experiences in life which are purchaseable?

It would seem obvious that when one factor of our society -- money -- exercises such a great influence upon countless numbers of lives, often determining success or failure according to present American economic and social standards of living and frequently building or destroying happiness, schools and other social agencies should endeavor to acquaint pupils with the basic principles of its use.

Marriage. The author of Family Living and Our Schools maintains that no more important responsibility faces the schools than that of helping parents, prospective parents, and young people understand the significance of their responsibilities as family members and of providing the experiences in which democratic ideals will guide their day-by-day relationships with others. The human personality, by reason of its origin in the family and its emotional dependence upon close human relations, needs to belong, to have intimacy, affection, and the reinforcement of sustained, dependable relationships such as marriage and the family can provide.

Preparation for marriage, according to Family Living and Our Schools, must recognize that marriage requires of both the man the women sanity, emotional maturity, sensitivity to the personality and emotional needs of each other. It also requires a clear recognition not only of what marriage offers to them but of what it demands of them throughout the years of family life and child-rearing. Viewed in this light, preparation for marriage is a continuous process from infancy through childhood and adolescence, as the individual builds up his personality, meets the emotional stresses and strain of life, and learns the masculine or feminine role through which he or shee will face the issues of mating.

In the field of preparation for marriage and a family, there should be a coalition of community agencies. The school should be expected to assume leadership in this area, with agencies such as the medical association, family welfare groups, parent associations, and clinics providing the major portion of advice and instruction. Our sole objective should be to meet the educational needs of young people, whatever they may be, drawing upon the resources of the entire community for the necessary services.

The Exit-Interview. If the schools are to assume these new responsibilities as the intent of society for the adjustment and guidance of out-of-school youth, the nature and extent of these new duties must be clearly defined. The school's first duty is to investigate the causes of each child's withdrawal from regular day school. The counselor should make a careful analysis of the causes of withdrawal and be alert to the possibilities of correcting the conditions which ultimately cause withdrawals from school, in order that such cases may be less frequent in the future. In this sense, each school should attempt to discover and correct flaws in the educational process or in administrative procedures which may adversely affect the interest of children. As a result, it is often possible to prevent unnecessary failures and retardation through more flexible methods of grading or through better classification for purposes of instruction, and the materials used to the educational and mental levels of the pupils.

The exit interview also provides data regarding the needs for additional facilities and opportunities to care for similar cases of school learning in the future. If this function is performed effectively, the following outcomes may be expected: (1) The establishment of additional cause to provide various types of enrichment or differentiation of regular school

curriculum; (2) advanced courses in music and art, industrial art courses, or leisure time activities may be expanded. (3) New types of vocational education may be needed, such as part-time or full-time trade courses in evening schools, work experience projects, or recreational opportunities designed to supplement employment activities.

The exit-interview should also play an important part for seniors. The counselor should assist the senior in planning to enter employment or to enter schools of higher learning. The exit-interview should be well planned, and a careful analysis of his school life (the cumulative record) should be made with him so that he can plan intelligently for the future.

Follow-up. The exit-interview is, of course, only the beginning. Any consistent guidance program will attempt to follow up this beginning. To do this, it is necessary to systematically study the problems of educational and occupational adjustments of young people during a limited time after withdrawal from regular school.

The studies are of great value because they make it possible to know definitely the number of pupils entering college; the types of institutions; the actual institutions selected; the elimination of students from college year after year for various reasons; the percentage who persist in their educational plans; and the reasons for changing their educational plans.

It is also possible to know the various occupations, occupational levels, and types of employment entered by high school graduates; the changes year to year in employment and the reasons for these changes; the promotional ladders in each occupation; the remuneration, working conditions, supplementary education required, and many other types of valuable information which must be made available to counselors and pupils in order that those who are about to travel similar routes may benefit by the experience of the previous travelers.

Placement. The large and small school systems have found that a placement bureau is a necessary and integral part of the educational program. In a small high school system the principal or a teacher may devote part of his time to the work, but in a large system the responsibility of such a duty should be placed on the counselors. Besides, the service to the young people and their families, there are many important by-products of the placement service which are of great value to the school system. It secures and makes available for use accurate and current information concerning the demand for young workers with various interests, abilities, skills, and desires. It cannot be emphasized too greatly that placement is a necessary step in the guidance process. The counselor in the placement office is charged with the responsibility of service the needs and interests of youth first and foremost; finding jobs for young people or finding workers for employers is only incidental to the solution of the personal, social, and economic problems involved.



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